



Participants in the 'Signs of the Times' day gather in the Field House April 17 for a panel discussion about sign language competency and evaluation.

Faculty Senate postpones action on amendment to abolish SimMeth

Gallaudet's Faculty Senate postponed action April 23 on a proposed amendment to change the University Faculty Guidelines. The amendment would abolish the Simultaneous Method Evaluation (SimMeth) to determine faculty members' signing skills and would implement the Sign Communication Proficiency Interview (SCPI). Tougher requirements to pass the test are also recommended.

The senate voiced its support for the work that Committee A (Faculty Welfare) and a task force have done to improve the faculty's sign evaluation test, which has faced mounting criticism in recent years. A number of questions and concerns raised by the senate, however, resulted in delaying a vote on the plan until a special Sept. 5 senate meeting.

Changing from SimMeth, where faculty who are being evaluated watch a videotape and write down answers to specific questions, sign an English paragraph, and deliver a short monologue, to SCPI, where faculty would engage in a live interview, is a major change in the plan, one that many people at Gallaudet feel is a superior method of rating signing proficiency. Combined with the senate's support last month to abolish the Simultaneous Method of communicating in the classroom in favor of a more liberal communication policy, Committee A feels that the communication needs of the campus can be met more effectively.

Currently, faculty who are being evaluated are given a choice of taking either the SimMeth or SCPI tests, with a score of "Satisfactory" in either being acceptable as a passing score. Under the new plan, however, a higher "Intermediate Plus" score on SCPI only

would be required to pass the test. A "Superior" rating is the highest score on the test, followed by "Advanced Plus" and "Advanced."

Once faculty achieve Intermediate Plus—by the middle of their third year of employment at Gallaudet—they would not be required to take the test again, although they would be encouraged to improve

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Students boycott English testing

Several hundred students gathered outside Hall Memorial Building (HMB) at 10 a.m. last Monday, April 23, to urge students to boycott Gallaudet's English Placement Test (EPT), being administered inside by members of the English Department.

The students, who call themselves the Concerned Deaf Students (CDS) committee, maintained about 20 protesters outside HMB throughout the day. A few students continued the vigil through Tuesday afternoon. CDS claims that the EPT is inappropriate for testing English as a second language, is unfair to deaf students, and is statistically invalid.

At the peak of the boycott, Director of Admissions James Tucker, College of Arts and Sciences Dean Robert Williams, and Academic Adviser Thelma Schroeder spoke to the crowd of students.

Students must pass the EPT, administered several times a year, to enter freshman English courses here.

In a written response to the students on Monday, the English Department stressed that the EPT has been validated

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Campus shows 'Signs of Change' during special communication day

"It's time for the thinking to change," said an MSSD staff person to a capacity audience in MSSD's auditorium on April 17 at a day titled "Signs of Change," a day devoted to looking at issues related to communication.

Nearly the entire Gallaudet community—faculty, staff, and students—set aside work, transferred phones to answering machines, donned orange and blue buttons, and spent the day attending a variety of events designed to heighten awareness, open channels of communication, and provide a starting point for developing solutions to longstanding issues.

"It was a good start," said Taya Levine, special project coordinator for the College of Arts and Sciences, who, with Dr. Mike Kemp, director of the Department of Sign Communication, co-chaired the Signs of Change Program Committee. "It was not a day to come up with answers," she said. "We needed a place to begin; the goal was to create a climate where people would feel comfortable and be able to take risks."

The 12-member Program Committee solicited ideas from people all over campus in planning the day's activities, Levine said. The committee had three weeks to pull the day together, and both Levine and Kemp praised the efforts of committee members and others who worked on the event.

The program featured panel presentations and discussion groups on bilingual and multicultural awareness, sign language competency and evaluation, and interpreting issues and information. Also on the program were an exhibit and mini-classes in sign language and interpreting.

Members of the Gallaudet community were free to attend any of the sessions and were encouraged to participate, either by asking questions of members of the various panels, expressing opinions in the discussion groups, or submitting concerns in writing on forms provided.

"The Gallaudet community became more sensitive to issues related to deaf-

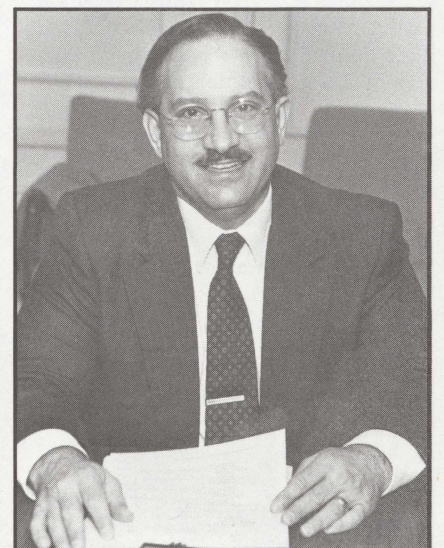
ness, and we all were united in a sense of belonging at Gallaudet," said Kemp, in summing up the day.

President I. King Jordan agreed. "We came together as a community—faculty, staff, and students—to take proactive steps to discuss communication," Jordan said. "The openness and camaraderie that I witnessed throughout the day make me confident that together we will create an environment in which our diverse needs can be addressed and concrete progress measured."

He added, "Special thanks go to all the members of the campus community who so willingly supported this major undertaking and to the program committee for the leadership they provided in helping us take these first, most important steps."

Jordan and the Program Committee are determined that the information, opinions, and ideas gathered at the various sessions will be put to good use in defining and resolving difficult issues that face the University. The Program Committee currently is working on recommendations for the president based on data collected during the day-long retreat.

See pages 2 and 3 of this issue for a special section about the day.



Dr. Harvey Jay Corson, superintendent of the Louisiana School for the Deaf since 1977 and a Gallaudet graduate, has been appointed as Gallaudet's third provost, effective Aug. 1. Corson will hold the rank of professor in the Department of Education. He and his wife, Mary Ann Dicola ('60), a teacher of deaf children, will reside in House #200 on campus. Corson's career began at Gallaudet in 1965, where he taught at KDES and later became assistant professor in the Tutorial Center and Mathematics Department. In 1973, he was appointed principal of the Kentucky School for the Deaf, and he later became superintendent there.

Public hearing set

The public is invited to attend an open hearing on a bill to promote television closed captioning before the House Subcommittee on Telecommunications on Wednesday, May 2, at 9 a.m. in the Rayburn House Office Building, Room 2123. Testifying will be Gallaudet President I. King Jordan, Richard Dysart of "L.A. Law," and Linda Bove of "Same Street."

Microcosm group discussions focus on prejudice, cultural awareness

Gallaudet prides itself as a haven where people of a minority culture—deafness—can find acceptance and understanding. But prejudice, seemingly an unavoidable human frailty, is present at Gallaudet also.

University community members had an opportunity to look into individual instances of bias, both their own and those that many feel they are subjected to daily, at an April 17 seminar entitled "Microcosm: Bilingual/Multicultural Awareness."

This insightful look at prejudice was presented by the MSSD Microcosm, a group of 27 faculty and staff representing every racial and cultural group at MSSD. The Microcosm was formed two years ago to explore different issues dealing with racial and cultural bias.

The group began its overview presentation with a skit in which all the members filed robot-like onto the Elstad Auditorium stage. When they tried to break into subgroups, there was chaos: Was the Hispanic woman black or white? Was the hard of hearing man hearing or deaf? The point they were making, which became the theme of the presentation, is that all people have the right to be identified with the culture they choose, and it is society's obligation to respect that choice.

Through skits, panel discussions, and small group talks, participants had the opportunity to bring into the open some of the issues of prejudice that they experience. They were also asked to write down their impressions and feelings of prejudice on campus, with the comments to be compiled in a report.

During the almost two years that MSSD's Microcosm group has been meeting, a number of disturbing realizations have come to many of the members, as they admitted during the panel discussion.

A white hearing man, who thought of himself as a liberal and a "child of the '60s" and who took part in civil rights protests, forced himself to admit that "I have some racial prejudice, and it has been hard to work through that."

A deaf white woman said that she had been raised in an area of the country where there was strong prejudice against black people. After she became an adult and realized the fallacy of these opinions, "I tried to ignore color," she said, "but I can't. Through the Microcosm, I've learned to look into the person. That's been important for me."

A white hearing woman said she was surprised when she learned that a black friend of hers automatically assumed that she wouldn't want to take her to her home, thinking that she wouldn't want her neighbors to see her in the company of a black person. "That amazed me," she said.

One deaf Microcosm member confessed that he had spent his life "wrestling with issues of my own deafness. I was raised feeling that I'm not as good as hearing people. It's amazing it's still with me. I have to say to myself, 'Wait a minute; you're OK.' It's fine while I'm here [at Gallaudet], but when I step into my [home] environment, I'm an outcast. It bothers the hell out of me. We need to help deaf students improve their self-image."

A black man, who became deaf at 18, said that when he came to Gallaudet, he had problems fitting in. Where did black deaf people fit in, culturally? he asked himself. He had also become bitter about black hearing people because he felt he no longer shared their culture. "The Microcosm has helped me work through this. I feel better about things," he said.

Several teachers said that in the past they have allowed black deaf students to achieve less, holding lower expectations for them academically than white deaf students.

"I realized I was no less prejudiced than hearing people, because I was showing prejudice in the classroom," a deaf white woman said.

"I let minority groups achieve less, or say 'that's typical' if they didn't do as well," a white hearing man said. But since he has participated in the Microcosm, "now I say 'that's not typical,' and it's amazing how it has improved classroom performance."

Another recurring complaint that many deaf people expressed is that hearing people ignore or avoid them because they cannot understand their ASL.

A hearing woman who admitted that she had been guilty of these practices, said, "I've been cheating [deaf] people because I tended to ignore them for fear that I wouldn't understand. I realize there's a lot to be learned, so I'm trying to improve my ASL."

"I've learned that I've placed more value on English than ASL. That's dangerous," a hearing man added. "We tend to analyze students' English skills. Maybe we should start testing ASL skills."



Dr. Paul Johnson, assistant professor in the Art Department, teaches a mini-class in visual-gestural communication during the April 17 communication day.

Mini-sessions and exhibit provide information about sign language

Anyone looking for a taste of the communication options available at Gallaudet could find it at the Learning Fair, a part of the communication day held April 17. Mini, hour-long sessions, each repeated in four different time slots, gave informative and often fun overviews of basic sign language, American Sign Language, visual-gestural communication, and how to arrange for interpreting services. Another session on comparative sign languages was also available.

Throughout the day in Hughes Gym, people could visit an exhibit showing levels of interpretation (formal to informal), conceptually accurate and inaccurate signing, and ASL versus English interpretation of the same information. The latter tapes could be seen with or without audio for the signed English interpretation.

Several people expressed the opinion that the presentation in Hughes Gym, while interesting, was not sufficiently well-explained. "I really didn't understand what the purpose of these exhibits was until I asked," one individual commented. "The popcorn was great, but I expected more from the exhibits," said another. Other people said they found the videotape that showed conceptually inaccurate signing to be helpful.

"Basic sign language" was just that—basic; while the ASL demonstration session addressed areas such as concepts, facial expression, and directional signs in ASL. The visual-gestural communication leader threw out

(visually and gesturally) both ASL and signed English before beginning a demonstration of this very graphic and artistic communication mode. He concluded the well-attended session by stating that visual-gestural communication allows anyone to communicate with another person, regardless of either person's regular method of communication. "It's great when you're traveling in Europe," he said.

The TERPS sessions (working with interpreters) was primarily information on how to use on- and off-campus interpreting services.

Ending this group of sessions was a presentation on sign languages in other countries. Students from Germany, Denmark, Sweden, Japan, and Australia demonstrated the signs used in those countries for words such as "mother," "father," "sister and brother," various foods, and other concepts. Then, in turn, they told the story of "The Three Little Pigs" in these different sign languages. There was good interchange with the many people attending—representing the total campus community from faculty members to Kendall School students. People seemed most fascinated by Australian sign language, which seemed to be a two-handed system like British sign language.



Participants in a small group session share their own prejudices and discuss bilingual-multicultural awareness at a session held in "Ole Jim."

Dept. responds to boycott

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and that the department has published a booklet on the test that includes lengthy descriptions, explanations, and actual test samples.

The department also responded that while it is willing to consider specific suggestions, the EPT is designed to ensure that Gallaudet students have the minimal skill in reading and writing classroom English that they need to benefit from their college courses. The department also reminded students that at a fall 1989 meeting with President Jordan, his Student Body Advisory Council, and the English Department, students expressed concern that the English standards were not high enough.

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Editor

Vickie Walter

Editorial Staff

Todd Byrd

Lynne McConnell

Photography Staff

Chun Louie

Joan Kaminski

Typesetting

Julius Donovan



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Participants discuss diversity in sign language requirements here

Many Gallaudet employees and students who attended the "Competency and Evaluation" panels on April 17 were surprised to learn of the broadness and diversity of Gallaudet's sign language requirements.

After the presentations, attendees chose small discussion groups in which to air their views on Gallaudet's sign language competency and evaluation procedures, and how they could be improved.

At both the morning and afternoon sessions, representatives of faculty, staff, and students gave overviews including the sign language skill required to enter each area of work or study, what sign language training Gallaudet provides, and how sign skills are evaluated.

Staff positions require sign language skill as determined and evaluated by each department. Requirements vary and include willingness to learn sign, ability to sign, and fluent signing skills.

The University allows staff members to attend sign language classes until they reach a skill level that their supervisor considers acceptable. According to one panelist, the Personnel Office is seeing more departments hiring sign language tutors and denying merit increases to employees who do not improve their skills than in the past. "We have to develop a fair and standardized method of evaluating sign language skills," she said. The University is also considering providing incentives for staff members to become more sign proficient, she said.

Among the faculty, only Pre-College requires that its faculty sign well when they enter the job. Pre-College sign evaluations are conducted in the classroom by the supervisor. University faculty, however, are hired for their academic expertise. If they do not sign, they attend the New Faculty Orientation (NFO) for intensive sign language instruction and are encouraged to continue taking sign classes and to attend a follow-up NFO after one year. The sign language evaluation procedures are currently being revised.

Students are not required to sign to enter MSSD or Gallaudet undergraduate programs. MSSD provides a pre-test to determine students' signing skills and follow-up sign classes for students who need them. Students who enter the University as preparatory or undergraduate students with no or minimal sign language skill may participate in the New Signers Program.

On the graduate level, only the education, social work, and interpreting programs require sign skill for admission. Most graduate programs require four credits in sign language (ASL, PSE, SEE, or Cued Speech) for graduation. The social work, education, and interpreting programs require their students to pass a more stringent evaluation.

In the follow-up discussion groups, several students said that students should be on the teams that evaluate faculty members' sign skills. One faculty member explained that when this was tried years ago, the students did not show up for the evaluations and were finally dropped from the team. "I'm not saying that would happen today, with the interest in the communication issue," he said.

Another student suggested that students be given a formal evaluation

form with which to evaluate teachers' signing skills at the end of class.

Both students and faculty expressed concern over faculty members who received tenure but whose signing is unintelligible. "I think there needs to be more deaf people on these [sign evaluation] panels who are proficient in signing," said one deaf staff member. "As far as SimCom goes, I've met faculty who have passed the test and I've thought, 'Good Lord! I prefer the Sign Communication Proficiency Interview [method].'"

"Many of the new faculty aren't interested in the [sign and culture] classes we offer," said one NFO staff member. Several faculty said their classes frequently conflict with the times sign language classes are taught and that sign teachers frequently don't show up to teach their classes.

Pre-College faculty members expressed discontent at finding that graduate education students at Gallaudet are required to study Signing Exact English (SEE), but American Sign Language (ASL) is an elective course.

The Pre-College evaluation system was also criticized. Some faculty members felt that their sign evaluation should not be part of their teaching and classroom evaluation. And numerous faculty members echoed one deaf faculty member's opinion: "What bugs me the most is that I'm evaluated by a hearing supervisor. This really bothers me because I sign ASL better than this supervisor. We should have deaf people evaluate us."

Several Gallaudet staff members proposed the idea of offering incentives for learning to sign well. In addition, a hearing staff person recommended that deaf people take the time to go to some of the sign classes offered on campus, in order to evaluate the teachers and see what's being taught.

"I've been here 15 years, and I learned most of the signs I know in the first two or three years," the staff person said. "Now I want to improve my ASL skills, but the teacher only shows up half the time, and we play games, but I don't feel I'm learning much. For hearing people to learn ASL, which is very difficult, the teacher has to be great."

A deaf staff person added, "We need culture classes to help us learn each other's culture—and not just sign language."



Will Madsen, associate professor in the Sign Communication Department, teaches a class in American Sign Language on April 17.



People throughout campus take a break between sessions during the communication day.

Panelists and participants address interpreting issues and concerns

Interpreters were both the panelists and the topic of discussion during Communication Day sessions on "Interpreting Issues and Concerns."

The panelists, consisting of one deaf and three hearing interpreters, openly discussed both the rewards and frustrations they face on the job, the ways they would like to improve services, and ways that interpreter users could alleviate some problems and satisfy the needs of both groups. Participants had their say after the audience broke into small discussion groups.

The panelists agreed that lack of feedback created many of the ongoing problems for them in their jobs. Feedback—given positively, gently, and specifically—and trust were the two most important ingredients for effective communication and a healthy work climate, said one interpreter.

Actions by consumers that hamper interpreting include not allowing adequate preparation time, said the interpreters. They recommended that consumers tell interpreters something about their topics beforehand. "The more we know [about a subject], the more effectively we can communicate it," said one.

"Everyone makes mistakes," said one panelist. "If the interpreter makes a mistake, allow him or her to ask questions of the speaker when necessary. If the interpreter makes too many mistakes, consumers should discuss it with the interpreter during a break or call the interpreting service and ask for a replacement."

Another interpreter said that sometimes they are treated like machines. "Interpreters are often asked to make announcements during intermissions and breaks, but we need breaks too. Also, if lunch is provided for a group, it should be provided for the interpreter, too."

"Often a job goes over the scheduled time, and the interpreter must leave for another commitment. People say, 'Oh, we have to stop now because the interpreter has to leave.' That's really bad, laying the blame [for adjournment] on the interpreter when it isn't the interpreter's fault. It would be better to say, 'We can't extend the meeting,' and set a follow-up meeting to continue the event."

At the small group discussions that followed the panel, the issue of confidentiality was raised. An interpreter/group leader said that

interpreters are responsible to keep confidentiality, to act as though they were not present. "All this is in the professionals' code of ethics. But this code of ethics is not recognized by law. Interpreters can be subpoenaed to give information that was obtained in an interpreting situation."

If one breaks the code of confidentiality, however, the deaf person can file a grievance with the agency that supplied the interpreter and with the Registry of Interpreters for the Deaf.

Two hearing participants suggested that Gallaudet Interpreting Services should send out information materials to individuals and groups who must schedule interpreters, to educate them about the use of interpreters.

The groups discussed problems in getting interpreters in situations such as hospital visits and official functions. "Who pays?" they asked. One group leader emphasized that "deaf people need to know their rights to interpreting services and especially rights granted to them by law. Be assertive about your rights and document when a hospital or organization doesn't comply with the law. Many of the benefits deaf people have today they have because people documented the problems and violations of the law in the past."

Each group discussed who decides which sign system will be used in any particular situation. Most agreed that the audience should make that decision. Several people agreed that ASL interpreting gave more power to the interpreter than to the speaker, whereas the English/PSE interpreter, signing the spoken words simultaneously, gave more power to the speaker to get his or her message across precisely. There was general agreement that interpreters should be able to sign ASL, English, and PSE.

The interpreter/leader of one group discussion stated that the three biggest problems facing interpreters are a shortage of qualified people entering the field, inadequate training, and difficulties in determining which jobs should take precedence when there are too few interpreters.

In summary, one interpreter noted, "As interpreters, we're in the role of bridging the gap between the hearing and deaf worlds and making sure that communication is clear according to the standards of the consumers. Our goal is yours: to effectively communicate your message."

Announcements

"Deaf Mosaic," which can be seen every Sunday at 9:30 a.m. on The Discovery Channel, will broadcast a performing arts special May 6 highlighting the role of deaf people in theater, film, television, and dance, plus archival footage and interviews, including an interview with Phyllis Frelich.

Elaine Vance and Betty Williams of the Personnel Office have received notary public commissions. Anyone needing a document notarized should schedule an appointment with Vance, x5111, or Williams, x5352.

MSSD student Alex Jones will be featured on a May 4 segment of "The New Mickey Mouse Club," which will air at 5:30 p.m. on the Disney Channel. Jones, who is active in the school's Performing Arts Department productions, will be the recipient of the show's "Mickey" award. Jones is currently in Thailand as an exchange stu-

dent with the American Field Service.

"Finance Fundamentals for Non-Financial Managers," a practical seminar focusing on financial concepts and how they relate to the work environment, will be presented by Gallaudet's Management Institute on Wednesday, May 9, from 1-5 p.m. in the "Ole Jim" Conference Room. The course fee is \$65. To register or for more information, call x5900 (TDD).

"Working," a musical adaptation of Studs Terkel's novel of the same title about the United States through the eyes of its labor force, will be presented by the MSSD Performing Arts Department May 3, 4, 5, 9, 10, 11, and 12, with performances at 8 p.m., and 10 a.m. matinees on May 4 and 9. Tickets are \$6 for adults and \$4 for students and senior citizens. For reservations, call Alice Sutton at x5466.

SAC solicits staff opinions about smoking policy, compressed time

Gallaudet's Staff Advisory Committee (SAC) is soliciting opinions from campus staff on two issues that it is actively pursuing: a campus-wide smoking policy and implementing a compressed summer work schedule.

These issues are among a number of topics of importance to University staff that the SAC has worked on over the past few months. The consideration of the smoking policy arises from complaints from some staff that policies now vary in different buildings and that consistency is needed. The SAC has written a draft policy, which is being reviewed by President I. King Jordan and Vice President for Administration and Business Paul Kelly, but the SAC needs the staff's opinions to provide supporting data for the proposal.

A proposal for a trial compressed summer time schedule has also been presented to Dr. Jordan by the SAC. The committee is recommending that between June 3 and July 28 this year, employees could opt to work a normal 40 hour week in five days the first week of a pay period and work 40 hours in four days the second week of the period. The SAC wants staff to comment on whether or not they support this concept.

In other business:

• The SAC reports that as of February, eight people have withdrawn approximately 1,000 leave hours from the Sick Leave Bank, leaving a balance of 1,500 hours. Although the leave bank policy is in place on a trial basis,

it has been extended for another year. Staff will be receiving a revised donor card in the mail later this spring.

• The SAC's Ad Hoc Committee on Compensation has made recommendations to Jordan regarding compensation, which he reportedly will pass on to Kelly for consideration.

• Nine parents of children enrolled in the Child Development Center (CDC) brought concerns to the SAC regarding what they feel are two unjustified tuition increases in the last six months, and a lack of communication between the administration and parents who have children in the CDC. The SAC met with the CDC administration and made recommendations for improvement, which were shared with Jordan, the CDC, and the concerned parents.

• The Community Involvement Program, which is pending implementation, will be managed by LaVarne Hines, director of Administrative/Community Services.

• At Jordan's request, the SAC has agreed to invite Denise Sullivan, director of Human Resources in the Personnel Office, and LaVarne Hines to be ex-officio members for participation only in its monthly meetings with Jordan.

• Two new items of business that the SAC is starting to work on are an additional campus credit union and a revision of the SAC guidelines.

In regard to the smoking policy and the compressed time schedule, staff are asked to clip and mail the survey below to the SAC, P.O. Box 2358.



(FROM LEFT) Tom Bull, Pearl Hawkins, Rose Neberdon, Virgil Mason, Robert Eubanks, Jinny Johnson, and Don Mahoney display 20-year certificates. They were among about 15 KDES faculty and staff honored at an April 16 reception for Recognition/Appreciation Day.

Change would increase NFO training

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their signing skills by attending classes.

Faculty would be evaluated by a panel of their peers, all of whom would be required to have a superior rating on the test and also receive formal training in conducting SCPI interviews.

Another major change would be to increase the New Faculty Orientation training from one year to two years, a step that would be made to help end complaints that new faculty can't communicate effectively in class. Departments would be required to grant release time for new faculty to attend classes during their first two years of employment to improve signing skills.

Some of the concerns that the senate voiced about the proposed plan were that the criteria constituting the various ratings is unclear, that interviewees wouldn't know if the raters' decisions may be influenced by whether or not

they sign ASL, whether or not students would be represented on the evaluation panel, and who would cover for faculty in the classroom if they were granted release time to attend sign classes.

In response to the latter question, a meeting may be set with University President King Jordan by the end of May to request funding for more faculty so that classrooms can be sufficiently staffed.

In another topic, Committee E (Salary, Benefits, and University Budget) Chairman Frank Zieziula reported that salaries for Gallaudet faculty continue to fall behind other area universities and that a study should be made to make sure that information is correct and determine why it is happening. He said that one reason may be that faculty here got a five percent raise this year, while the average at other universities was nine percent.

Classified Ads

CLASSIFIED ADS are printed free as a service to Gallaudet faculty and staff. They must be submitted in writing only to *On the Green*, MSSD, Room G-37. Ads may be run for a maximum of two weeks, if requested and if space permits. The deadline for submitting advertisements is Friday, 10 days before the desired publication. Ads received by Friday, May 4, will appear in the May 14 issue.

FOR RENT: Fenwick Island bay front home, 3 mi. from Atlantic Ocean, 3 BR, 2 bath, kitchen, full view of sunsets, \$70/night or \$425/wk. Call Roz, x5351.

WANTED: Mature nonsmoker to rent 1 BR in Springfield, Va., inc. private bath, AC, kitchen privileges, laundry; approx. 45 min. to Kendall Green, express bus to Pentagon on corner, carpools avail.; avail. July 1; \$350/mo. plus 1/3 util. and \$175 security deposit. Call Jim, x5505, or Shelly House, 272-3325 (TDD) days, or 569-1712 (TDD) eves.

FREE: Adorable 8-wk.-old kittens free to good home. Call Beverly, 277-3462 (TDD).

WANTED: Roommate to share luxury townhouse in Lorton, Va.; master BR w/private bath and loft (can be another BR), large and small closets; garage, 2 marble fireplaces, bar, spacious eat-in kitchen, 3 BR, 2 baths and 2 half baths; 10 mins. to Fort Belvoir, Springfield, and Potomac Mills Malls, near grocery stores and libraries; 20 mins. to Kendall Green; carpool and bus to Pentagon; \$400/mo. for couple w/child plus 1/3 util., \$330/mo. for single person plus 1/4 util., 1/2 of rent as security deposit. Call Topsy, 697-4505 (V/TDD) days, 643-0811 (V/TDD) eves.

FOR SALE: Pine Factory desk, like new, \$80. Call Rosemary, x5115.

WANTED: Loving deaf mother w/4-yr.-old son seeks children 0-2 yrs. old to care for in her New Carrollton, Md., home Mon.-Fri. Call 577-9331 (V) 6 a.m.-6 p.m. daily.

FOR RENT: Spacious mobile home in Fenwick Island, Del., sleeps 6, 2 full baths, AC, W/D, full kitchen, \$60/night. Call Beth and Dwight, x5247 or 805-1177 (TDD) eves.

WANTED: Nonsmoking female to share 2-BR apt. in Hyattsville, Md., near shopping, Catholic University, and Metro; must like cats, \$310/mo. plus 1/2 util. (phone, cable, elec.). Call Marlena, 236-7880 (TDD) days, or 779-6459 (TDD) eves.

WANTED: 2 nonsmoking professionals or graduate students to share 2-yr.-old townhouse in Silver Spring, Md., 2 private rooms avail. in May/June w/private bath and lake view, free shuttle bus to White Flint Metro, free clubhouse facilities. Call 933-8055 (TDD) eves.

Job Openings

Some of the advertised positions may already be filled. The list below includes only new staff and faculty openings and does not represent all jobs available. To get a recorded message describing the complete list, call x5358 or x5359 (TDD).

AURAL REHABILITATIONIST/SPEECH-LANGUAGE PATHOLOGIST: Audiology and Speech-Language Pathology

ASSOCIATE DIRECTOR OF DEVELOPMENT FOR MAJOR AND PLANNED GIVING: Development Office
DIRECT MARKETING COORDINATOR: Bookstore

CAMPUS SMOKING POLICY

☐ YES, I support a campus-wide smoking policy

☐ NO, I do not support a campus-wide smoking policy

COMPRESSED TIME SUMMER 1990

☐ YES, I support a compressed schedule

☐ NO, I do not support a compressed schedule

Clip and Mail the survey to: SAC, P.O. Box 2358